U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MS5

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☑	☐	☐

Name of Principal: Ms. Tara Ladner

Official School Name: East Hancock Elementary School

School Mailing Address: 4221 Kiln Delisle Road
Kiln, MS 39556-6695

County: Hancock State School Code Number*: 2300

Telephone: (228) 255-6637 E-mail: tara.ladner@hancock.k12.ms.us

Fax: (228) 255-8372 Web site/URL: www.hancock.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Alan Dedeaux Superintendent e-mail: adedeaux@hancock.k12.ms.us

District Name: Hancock County School District District Phone: (228) 255-0376

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Jennifer Seal

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 4 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 6 Total schools in district

2. District per-pupil expenditure: 7872

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	5	12
K	66	52	118
1	54	43	97
2	69	51	120
3	58	48	106
4	50	55	105
5	52	54	106
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			664

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
5 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
90 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	30
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	67
(4)	Total number of students in the school as of October 1, 2011	664
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 8

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Arabic, and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 55%

Total number of students who qualify: 374

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 90

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

8	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	17	Specific Learning Disability
1	Emotional Disturbance	34	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	17	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	28	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	11	2
Paraprofessionals	17	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	9	4
Total number	67	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Upon entering East Hancock Elementary, you are greeted by murals of swampy habitats and local flora and fauna painted by staff and parents. On the ceiling in the front hall hang stars, representing the accomplishment of being a Star school, the highest accreditation awarded by the state. East has had this honor for six of our twelve years. A painted lighthouse also commemorates the honor of receiving a Blue Ribbon Lighthouse Award in 05-06. There are sounds of children singing, evidence of successes celebrated, and displays of student work throughout the halls. Every kindergarten through fifth grade classroom is warm and welcoming with inviting themes and is rich with print.

The pride of being a Gator extends beyond the walls of the building to the surrounding rural and suburban community. Our parents are happy when their children come to East and are sad when they move on. We set out with a commitment to school-wide literacy and continue every day to reinforce that goal. We stocked classroom libraries together with PTO and community partners. We established a Reading Power Hour where students are ability grouped across grade levels and improve their reading skills through literacy circles, author and book studies, and reader's theater. We foster a belief in using technology to motivate and engage digital native learners in every classroom to make data collection and individualized instruction an everyday reality. We partnered with KaBoom and ING Direct to build a student-designed playground to create a place for children to flourish. While a Title 1 school, with over half the population being economically disadvantaged, Hurricane Katrina lowered socioeconomic levels of students and teachers and rendered half our population, including teachers, homeless and/or temporarily displaced. In response, we studied *Understanding Poverty* so that we could adapt our methodology to the changed population. These are some of our greatest achievements and important milestones use to mark time in our history.

There are rich traditions at East Hancock. Students anticipate field trips like the fourth grade trip to our state capital to enrich the Mississippi studies unit and third grade field trip to the Audubon Zoo concluding the Africa unit. As they move through grades, students know they will participate in the Mardi Gras Reading Celebration, Mississippi Day, and time-honored grade level musicals. Fifth graders receive a fifth grade shirt commemorating their final year, help in the library, and act as kindergarten walkers to guide kindergarten students in their first school experiences. Students redeem gator tags and certificates for a signed book from the principal. The annual yearbook cover competition, 100th Day celebrations, Field Day, Star School celebrations, and dress like a book character day are all traditions which are woven through the fabric of student experiences.

Our greatest strength is the dedication of our staff and community in providing a rigorous, positive and rewarding learning environment. We often sing, dance, and celebrate through learning. We are a school family where the learning is disguised as fun, engaging opportunities for students. Students excel because teachers have a fundamental conviction that they have a positive impact on learning, giving no credence to limitations based on past performance, behavior, or demographics. Decisions are made through our leadership team so that all perspectives are considered. Academic and behavior programs are established or discontinued based on whole or individualized student need. We operate as a Professional Learning Community for data interpretation and action plan development and to preserve a child's love of learning while maintaining our expectations for our students and staff. We accomplish this through our mission statement, state curriculum, and collegially-designed action plans.

Our community consists of rural families who are deeply entrenched in the history and culture of the county and those who move here to work in nearby industry. Stennis Space Center brings many diverse families offering our school experiences that we embrace. We are supported in a robust way by parents and community volunteers who have a daily, physical presence through tutoring, reading, maintaining reward programs, and creating meaningful themed displays. We are not a school standing alone, but a

community of parents, teachers, senior citizens, and business persons who have joined together to “Learn, Love, Laugh, Lead.”

“East Hancock Elementary School is a nurturing community dedicated to academic excellence for all children. Our curriculum is designed to foster critical thinking, problem solving, communication, and social skills in an environment that encourages a sense of pride and a lifetime love of learning.” This mission statement was created by the staff when East Hancock opened its doors to the community of Hancock County on October 4, 1999, and it has continued to guide the commitment to foster academic excellence. It drives our school climate, traditions, expectations, achievements, and interactions with the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Mississippi requires students in grades 3-8 to complete the Mississippi Curriculum Test version 2 in Language Arts and Mathematics. These tests are criterion-referenced tests that are aligned to the state framework. Student achievement results are defined by MS State Department of Education as follows:

- **Advanced:** Students consistently perform beyond requirements to be successful in the grade level content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

- **Proficient:** Students demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade level content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards. Students who perform at this level are prepared to begin work on even more challenging material that is required in the next grade in the content area.

- **Basic:** Students demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade level within the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards. Remediation is recommended.

- **Minimal:** Students inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation for success in the grade level within the content area.

East Hancock expects that all students be proficient or advanced. When this data is collected, MS ranks schools as Star, High Performing, Successful, Academic Watch or Failing, respectively. East Hancock received a Star rating for the past three years and was High Performing for the year prior.

Overall, the trends for both reading and mathematics are increasing for all students in all subgroups over the five year period. The most significant growth occurring in a single year happened in 08-09 when our district implemented common formative assessments in both mathematics and language arts to monitor the expected increase in depth of knowledge inherent in the MCT2 Curriculum. Outcomes include increased student achievement, weekly classroom assessments aligned to the level of rigor expected, and final grades equivalent to the state's performance standards. These assessments are written by the district curriculum coordinators. We have seen more significant growth in mathematics, as the mathematics district curriculum director has remained constant during this time promoting a clear and consistent plan for growth. Meanwhile, the district language arts curriculum director changed three times.

The 10-11 school year saw a decline in performance levels for all students in the combined proficient/advanced groups across the curriculum. The number of students in the economically disadvantaged subgroup significantly increased that year due to the BP Oil Spill. Many students moved into this subgroup for the very first time. The profound impact this catastrophe had on the environment, economy, fishing industry, and hotels/restaurants/tourism in the area is evident, while the educational and cultural impact was less apparent. Interestingly, that same year saw an increase in the percentage of students scoring advanced despite the decrease in students scoring in the combined category. After-school tutoring historically focused on students in need; that year, there was an equal focus on needy students and those close to moving into the next performance level category.

While overall trends are positive, there are things that stand out in grade level math data. The overall five-year changes include +13, +12, and +30 in each respective grade level. The students in the economically disadvantaged group show considerable growth by grade level with increasing gains of 24, 20, and 26 respectively. Though there isn't enough data to definitively establish a trend, there were increases in IEP subgroup data as well. The large growth in fifth grade is due to an intense focus on increasing the rigor through best practices such as modeling and utilizing multiple learning styles. To address the gaps in the fifth grade economically disadvantaged subgroup and the fourth grade IEP subgroup in mathematics, teachers are using a hands-on approach focused on modeling concepts from the concrete to the abstract.

In language arts, the five-year changes include increases of 5, 8, and 22 in third, fourth, and fifth grade. Like math, the percentage of students proficient and advanced in the economically disadvantaged increased 11, 20, and 14 respectively through the years. The significant increase in fifth grade over time is due to the addition of district assessments and a change in classroom personnel. Our goal is to close the gaps between all students and the economically disadvantaged subgroups for all grade levels. This year, we have implemented an Orton-Gillingham method of teaching reading that is action packed with auditory, visual, and kinesthetic elements reinforcing one another. Also of note, the third grade cohort in 08-09 was in Kindergarten during Hurricane Katrina and did not follow performance trends through the years in spite of our best efforts to address their educational and emotional needs.

2. Using Assessment Results:

East Hancock analyzes a wide variety of assessment data to evaluate the growth and progress of our students. Students are assessed by the Mississippi Curriculum Test 2 (MCT2) for Language Arts and Mathematics assessments in grades three through five and the fifth Grade Science Assessment (MST2). These are criterion-referenced tests that are aligned to the state framework. District and school results are shared with the community and parents through our website and at PTO meetings and are they evaluated by administrative and teacher teams with the goal of improving instruction and accelerating student achievement.

When MCT2 data arrives, grade level teams and administrators work together to analyze it for the purpose of aligning our practices. We compare individual scores in these subject areas to the student's final grade. This helps to ensure classroom grading and reporting practices are aligned with the curriculum and state test results. We also find the Quality Distribution Index (QDI) for the classroom and for the grade level to understand the performance of each group. Teachers and administrators evaluate individual student scores, classroom scores, and grade level scores. We use the trends to compare classroom averages to the school average and the school average to the district and state averages. Using data, we identify areas of strength and opportunities for growth so that we can utilize teacher experts in our school and in our district. This collaboration allows us to strengthen the instructional and achievement performance of each grade level.

This year, we aggregated last year's results for each current fourth and fifth grade class to find the QDI of the class. This helped teachers to begin looking at the curriculum needs of the class as a whole. This analysis also informed us of areas to improve in our scheduling processes. As we schedule for next year, we will be looking at new indicators in order to create opportunities that maximize student learning.

To periodically monitor progress, common formative district assessments are given three times a year to students in grades 2-5. The results are analyzed by school and district administrators and teacher teams to determine and address individual student deficits. This helps to acknowledge mastery areas and to adjust curriculum where needed. Teacher teams meet with district leaders to share successful strategies between sister schools. The district assessment results are shared with parents and students to ensure support in addressing student weaknesses as well as to celebrate academic performance.

We use STAR Reading results to set individual goals for students to increase reading levels and improve comprehension. Common weekly assessments are given in each grade level. These results drive short-term instructional planning as teachers continually adjust to meet student needs.

To construct an effective representation of individual student achievement compared to the progress of peers, we use multiple sources of data. Through Professional Learning Communities (PLC's), teachers identify individual students who may not be progressing at the same rate as their peers. Grade level teams meet weekly to discuss student progress and determine interventions for students when necessary. The teams analyze a wide variety of assessment data to determine the interventions needed to accelerate the student's achievement. Assessment data considered may include reports from MCT2, MST, District Assessments, STAR Reading, STAR Math, Classworks, Fast ForWord, HearBuilder, SRA, Triumphs Math, Orton Gillingham Probes, Reading Assistant, and common classroom assessments. As individual and group needs are understood, teachers plan interventions and enrichment such as individualized instruction or assistance, extended instruction, differentiated instruction and/or special programs. These activities are provided to students through peer learning groups, mentors, small group learning, technology, volunteer tutors, etc. The data is used to illustrate the progress so the grade level PLC can effectively monitor the student's progress and continually monitor the effectiveness of the interventions.

Each year, results detailing performance are published in area newspapers. Individual student reports are sent home in the fall showing the results from previous year's tests. Our district also publishes our report card and sends it out to all parents, as well as posting it on our website. This report includes information regarding our accreditation levels, teacher qualifications, and test data. Parental contact is continual throughout the school year through our Gator Connection Folders, emails, test results, weekly classroom newsletters, and monthly school newsletters. Students receive interim progress reports and quarterly report cards which include Accelerated Reader information. STAR Reading and STAR Math reports are sent home with report cards. This information is shared with parents in conferences and also at special events. Parents can also elect to participate in ActiveParent, our online grade book, which allows parents to view their child's current averages, attendance, and discipline reports.

3. Sharing Lessons Learned:

East Hancock believes sharing effective strategies leads to increased student achievement and we start by extensively sharing with each other. We utilize experts within and share lesson plans, classroom management techniques, and effective instructional methods with each other and with other schools at every opportunity. East Hancock pioneered Interactive Writing, Power Hour, and Reading Pals in our district and shared with other primary teachers to improve student learning across the district. The conversation continues as we collaborate with one another to effectively meet the needs of students. As part of unpacking Common Core Standards, teachers began to share insight into the meaning of several complex standards. Our teachers have helped guide new teachers from other schools in understanding the curriculum and pacing guides. Gifted teachers from each school in the district meet regularly and East teachers share strategies for enhancing student achievement. Based on experience, teachers shared how to engage students in actual problem solving, engage legitimate stakeholders, and present results to an authentic audience.

East Hancock partners with our high school to inspire and nurture a new generation of educators. The Career Technical Teacher Academy class visits East to learn skills necessary to plan, teach, and assess students. We shared Conscious Discipline methods and how it could be used at a higher level. High school broadcast journalism students are currently working with our staff to create a video to share with families and communities about a day in the life of our students.

Principals in our district rely on regular collaboration to discuss varied approaches to school management and using assessment results. We worked with a sister school to share strategies for creating a school wide master schedule incorporating Gator Time and PLCs in conjunction with maximizing instructional time.

At the national Josten's Renaissance Conference, we shared ideas and strategies with educators about student recognition programs and the cultural climate we foster for academic achievement. Teachers attending state conferences such as the *Unpacking the Standards for Common Core* shared East Hancock's experiences and strategies for incorporating Common Core. We have teachers meet regularly within the six lower counties of our state to share lessons on best speech practices and therapies, diagnostic testing, and problem solving. A neighboring school visited East Hancock to speak with teachers about strategies for grouping and implementing lessons during our Power Hour.

4. Engaging Families and Communities:

East Hancock has a rich history of engaging families and the community. In fact, we can barely contain our enthusiasm regarding the successes driven by the interactions between our school, families, and our community. Routinely, there are parents and community members in the workroom, classrooms, and around campus helping our students grow and our school excel. We believe that total involvement with parents and community is a result of effective communication, volunteerism, and garnering parent and community support.

Beginning with "Kindergarten Round-Up," parents learn what will be expected of students and how significant their parental role is in student success. We promote reading by demonstrating strategies they can use to help their child. We purposefully explain assessment data so that parents can fuel growth and monitor success. Through our Gator Connection system, families are expected to check the "red folder" brought home by their child each day, which communicates information about behavior, student successes, and school-wide events. This daily communication from the school provides a regular opportunity for two-way communication. In addition, we utilize phone callouts to disseminate timely information. Our website offers general news, as does the traditional monthly calendar of events and letter from the principal.

Our PTO and teachers coordinate special events like Fall Festival, Spring Fling, and Field Day providing opportunities to develop strong bonds with families and community. The local fire department, police department, and animal shelter all play vital roles in mentoring and teaching our students skills necessary for personal success and promoting civic responsibilities. Leaders and members of the community regularly volunteer to improve literacy by reading books to students during Happy Hallow-Reading, Bunny Book Hop, and Book Worm programs. Others become regular Reading Pals with younger students. These volunteers understand the importance of student literacy and impact of their investment.

East Hancock volunteers respond to calls of action to enrich the students' experience. Volunteers make incentive and rewards programs a reality. They financially sponsor activities with community wide fundraising. Retired teachers serve as tutors for students who need additional academic support. Recently, one faithful volunteer worked with three economically disadvantaged students to create science fair projects. The East Hancock community serves the "whole child" so that the social, emotional, and academic needs are met. At East, there is no limit to the manpower we have to accomplish our mission.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

East has made substantial progress towards adopting the Common Core Curriculum in K-2 in language arts and math. Upper-grade curriculum is based on the Mississippi Curriculum Framework. Transcending the concept that one program fits all when addressing the standards, teachers choose curricula materials, reflect, respond, and modify curriculum to ensure the success of all our students.

Our reading/language arts curriculum develops fundamental concepts in the areas of reading, writing, listening, speaking, viewing, research, and inquiry. Our literature-based curriculum includes fiction and nonfiction texts to teach comprehension skills. The basal series provides support to grow essential language skills. Reading fairs and family reading nights are opportunities to extend teaching of story elements, literature genres, as well as writing and speaking to an authentic audience.

Our math curriculum is based on the five content strands described in the Mississippi Framework as well as the Common Core domains. Resources are utilized to ensure the acquisition of skills while also addressing opportunities to develop problem solving, reasoning, and communicating mathematically. The fifth grade curriculum is taught using the JBHM program which provides opportunities for higher order thinking as students apply skills to new problems ensuring the acquisition of skills on a conceptual level.

The science curriculum focuses on hands-on science, inquiry, self-discovery, cooperative learning, communication, and lifelong learning as reflected in the state standards. The curriculum of the primary grades includes real-world experiences thematically integrated real-world experiences. The inquiry continues for students in the middle and upper grades with opportunities to conduct small group experiments in the science lab. While communicating about science through note-booking and cooperative groups, students learn content terminology and reasoning. Student interests are addressed through participation in the science fair reinforcing the use of the scientific method.

Gator Time is an enrichment and remediation hour built into the day. This unique time is when focused differentiated instruction is provided to students in large and small groups, one-on-one instruction, and peer tutoring. Gator Time has proven to be instrumental in student growth and achievement.

The expanding theme, including the progression in the study of people from self, families, communities, cities, regions, the United States, and to the world provides the foundation of the social studies curriculum. In the lower grades, thematic units provide opportunities for exploring citizenship and roles in the community. The curriculum of the upper grades is a balance of textbook and project-based learning addressing the standards. All grade levels use field trips, guest speakers, presentations, and plays to supplement the core curriculum.

Curriculum connections are made throughout the school day within support programs including physical education, library, and music. The curriculum is designed to support and connect to the academic standards within the classroom. Problem solving and collaboration are encouraged within the activities organized by the physical education teacher. Physical education curriculum includes nutrition and health. The music program provides opportunities for performing arts and music that reinforces literacy, math, science, and social studies. The curriculum introduces music theory and builds confidence with performance opportunities such as grade level plays that reinforce thematic units. The library curriculum is designed to provide opportunities for critical thinking, problem solving, and research by integrating information literacy into the curriculum. The librarian uses the media center to expose students to multi-media resources and encourages lifelong literacy and learning through reading.

The curriculum of the intellectually gifted program includes developing thinking skills, research, communication, group dynamics, creativity, and self-directed learning. These state-mandated outcomes are integrated within our weekly program designed to provide opportunities for learning thematic content and skills that can be applied in and out of the classroom.

2. Reading/English:

The reading/language arts curriculum is standards-based including a balanced approach of thematic units and systematic programs in response to the needs of our diverse learners. Setting the foundation in kindergarten with phonemic awareness, Jolly Phonics is used to develop letter/sound relationships in a multi-sensory approach with the use of instruction through InterWrite Board technology. This research-based curriculum was chosen for K and first grade to address the needs of emerging readers and special needs students while addressing the CCSS. Literacy development continues through grade two with the use of Interactive Writing, which encourages students to learn to read through writing. Teachers use several tools to teach the writing process including Write from the Beginning, a thinking map program and strategies from the Live Oak Writing Project in-service. The language arts curriculum extends around the room with literacy-rich classrooms. Teachers provide opportunities for authentic literacy experiences including whole group research using Internet resources, displaying written captions on videos, and trade books in classroom libraries. Teachers develop fluency with choral reading, reader's theater, and reading aloud to partners. Comprehension and listening skills are developed through read-alouds used in every classroom daily. This also provides teachers an opportunity to model comprehension strategies. As students progress through the grades, the focus of the curriculum shifts to incorporating more complex text-based instruction of reading strategies within book studies and non-fiction texts. Teachers develop curriculum utilizing materials from many sources based on meeting the objectives within the standards. Literacy skills are developed through the use of modeling comprehension strategies using authentic literature and non-fiction text as well as supported by the use of the Houghton Mifflin reading series, the series available that most closely aligned with the state standards at the time of district adoption. The school-wide Accelerated Reader program, chosen to encourage independent reading, helps all students continue applying reading and self-monitoring skills.

For students in need of remediation, a supplemental curriculum is delivered within small groups using programs such as SRA, Reading Assistant, and Hear Builder. Students in need of enrichment continue to develop as readers with the adoption of curriculum that allows for the continuation of growth through self-pacing programs such as Study Island and Classworks computer programs. The Fast ForWord computer program also supports the reading standards by developing necessary memory and retention abilities needed to be a successful reader.

3. Mathematics:

East Hancock Elementary strives to use a variety of resources to meet the curriculum needs of all students. As we work to mold creative thinkers and problem solvers, we find that math is a crucial area to teach these skills.

Kindergarten through second grade teachers use the math standards set forth in the Common Core State Standards (CCSS) and the EnVision Math program. EnVision Math was chosen because it is aligned to the standards set forth in the Common Core State Standards. The EnVision math program embraces the focus and coherence called for in the CCSS in order to improve mathematics achievement. CCSS and EnVision curriculum provides in-depth student understanding which leads to higher student achievement. This scientific based program builds a foundation for all students because it provides hands-on learning that includes real life problem solving. The technology component allows the students to visualize the learning concepts. Students must progress from a concrete level of understanding to an abstract level in order to test successfully on that skill. Concepts are taught so that students see the "whole" not just "parts". Third through fifth grade use the objectives in the Mississippi frameworks. As a district, a pacing guide was developed for teaching the objectives. Our teachers developed many of their own resources

because no single source met all objectives. Kindergartens through fifth grade teachers teach math using technology in whole group, small group, or centers.

Interventions, remediation, and enrichment are addressed during Gator Time. Data from the STAR Math test, MCT2 results for fourth and fifth graders, and classroom performance determines a student's needs. Students falling two or more years below grade level attend an intervention group where the Triumphs math program is used. This program concentrates on re-teaching, hands-on activities, manipulatives, and real world application. Students needing remediation or enrichment work in small groups or use computer based programs such as Study Island, Classworks, or Accelerated Math. Study Island was purchased by our school to enrich and remediate our curriculum. This program provides individualized instruction on math skills. The students are able to work in class or at home online. Third through fifth grade teachers are trained in the online technology piece of EnVision math that can be used to enrich and remediate skills. All interventions, remediation, and enrichment are research-based.

4. Additional Curriculum Area:

The mission of East Hancock Elementary is to "provide a curriculum that is designed to foster critical thinking, problem solving, communication, and social skills in an environment that encourages a sense of pride and a lifetime love of learning." Our science program accomplishes this through inquiry-based learning. At every grade level, students gain more understanding through the process of "doing" rather than by direct instruction. Meaningful discussions cultivate communication and social skills as they learn about scientific methods. Teachers collaborate across grade levels to ensure that students have the background knowledge that will enable them to be successful in their inquiry-based experiments.

In primary grades, interdisciplinary units bring science to life. These thematic units are based on non-fiction text embedded with science to cultivate a natural curiosity. During the farm unit, students hatch eggs; during the insect unit, students study the life cycle of a butterfly by watching it actually happen in the classroom. Other activities include computer programs and center activities that involve authentic learning. In conjunction with a recent space unit, representatives from NASA came to guide young students through the principles of rocketry as students made rockets. Through these real life connections, our students participate in critical thinking and problem solving.

In grades 3-5, multiple resources such as FOSS kits are used to engage students in inquiry-based instruction including integration of non-fiction content correlating to language and reading standards. Students visit our lab to conduct experiments in a scientific setting. One activity includes replicating a machine from one the teacher has hidden in a bag. Using provided materials, students apply prior knowledge of levers, switches, and electricity to eventually create their own humdinger – a simple machine that hums and dings. Students are encouraged to formulate their own plans, carry them out, and analyze their successes and failures. By encouraging students to explore and not fear failure, they become scientists. Through activities such as these, students apply their critical thinking, problem solving skills, and communication skills in small groups, all essential in careers as adults.

Interdisciplinary skills also are addressed through our science program. Mathematics is incorporated through data collection, graphing, and various formulaic computations. Through note-booking students keep a running record of their experiments, terms, aha moments, and artifacts obtained in the unit. Rigorous non-fiction text improves reading and comprehension skills while instilling a life-long inquisitiveness.

5. Instructional Methods:

Multiple instructional methods are implemented at East Hancock in response to students' academic needs and learning styles. The school utilizes a balanced, research-based approach including skills-based direct

instruction in whole and small group settings, hands-on opportunities, modeling, guided practice, scaffolding and inquiry-based lessons.

Technology such as InterWrite boards provides presentation of lessons, videos, songs, and interactive learning games and websites which promote student engagement and retention. Document cameras enhance large group viewing of artifacts, experiments, and other resources. Personal Response Systems give teachers immediate feedback to assess the level of learning taking place. Inquiry-based instruction along with high level questioning and hands-on opportunities are embedded. Each student experiences computer-based instruction through Classworks, creating an "individualized learning path" as they progress. Students performing below grade level in specific areas are also assigned lessons through Classworks to provide additional academic support. Special education students receive research-based instruction in Read 180, as well as modified instruction in the classroom based on individual needs and IEP's. Modifications include audio versions of texts to help increase reading fluency and the use of peer buddies for inclusion students. Gifted students receive individualized instruction within a weekly pull out program to pursue individual research, problem-based learning, and whole group critical analysis. Smaller subgroups such as ELL students are given iPads with access to Rosetta Stone and digital picture cards. ELL and other special needs students use the iPad's voice translator to communicate with peers and teachers. Economically disadvantaged and homeless students are given the first opportunities to participate in our after school tutoring program.

The hallmark of school-wide differentiated instruction is the implementation of Gator Time, an intensive hour of remediation and instruction based on individual needs. Students receive varied instruction defined by ongoing data analysis such as STAR reports, weekly assessments and district assessments. Students requiring interventions have opportunities to revisit objectives within small group instruction using programs like SRA reading program and Triumphs math, and self-paced computer programs such as Fast Forward and the Reading Assistant fluency program. During this time, opportunities for students performing on grade level continue with cooperative learning groups such as literature circles, project-based choices, and centers that reinforce currently studied objectives. Literature circles are grouped according to reading abilities and/or student interest. Our art, music, and physical education teachers work closely with their colleagues to create cross curriculum instruction to enhance student learning and provide real world applications.

6. Professional Development:

Highly effective teachers increase student achievement, and East Hancock is committed to cultivating a staff that produces results. Professional development is ongoing and adaptive, based upon results of a yearly needs assessment. The staff is motivated to learn together and independently and we believe in life-long learning for ourselves and for our students.

In response to the Revised MS Frameworks and Common Core State Standards adoptions, teachers unpacked objectives/standards, created pacing guides and learning units, aligned curriculum resources, and identified new resources needed. Teachers were trained to effectively use Jolly Phonics. This multi-sensory approach puts all students especially those at risk on a fast track to reading. Teachers attended district professional development for Thinking Maps to help students visualize connections and processes and JBHM Mathematics to boost student achievement. Primary grade teachers were trained in Interactive Writing which helps students in the early formation of reading and writing conventions. Teachers partnered with Live Oak Writing Project to develop student centered writing rubrics and chose exemplars for classroom use. Throughout the curriculum changes, the focus has been on understanding the curriculum and how it drives instruction, creating pacing plans that recognize opportunities for connections, systematically checking for progress, and analyzing assessments.

The staff has had extensive training using classroom technology such as the InterWrite™ Board and Pad, personal response systems, and document cameras. Teachers share lesson plans and resources through On-Course to promote collaborative teaching and provide a continuity of services within the grade level.

Teachers received training in understanding student data generated by STAR Reading/STAR Math, Accelerated Reading, Fast ForWord, Classworks, Study Island, and Achievement Series. Analyzing data together greatly impacts teachers by allowing the focus to remain on student need.

Teachers meet weekly as a PLC to discuss student performance and progress, interventions necessary to close gaps, and instructional strategies needed for successful academics. When there is a need to learn something new, they learn. Committees are also used for school-wide improvement in areas which include academic achievement and school culture.

Professional development is maximized at East Hancock to offer students the best of what each individual has to offer so student achievement and growth can be maximized. Student need is the driving force in professional development initiatives, and with changes in administrators and personnel, this focus has allowed a continuum of success.

7. School Leadership:

East Hancock's leadership philosophy is defined as a collaborative, problem-solving approach aimed at maximizing student achievement. Leadership is reflective of our collaborative spirit. We believe that a well-managed school leads by example and is one that empowers teachers and students to lead as one collective voice. Leadership is cultivated at all levels to encourage motivation, self-confidence, and ownership.

The principal, assistant principal, lead teacher and counselor serve as the core administrative team. Our leadership team is comprised of the administrative team, grade level and special subject area representatives and one PTO representative. This structure ensures every voice is heard to support all aspects of child development. The team collaborates to make informed decisions related to instruction, resources, finance, programs and activities. This structure improves ownership and ensures that policies are focused on student need and communication is fundamental in ensuring this. For example, the "hub of communication" is our Monday Morning Memo that keeps teachers prepared for the day to day operations and assists them with forecasting their week.

Our leadership truly begins from the ground up. Teachers share their voices in duty choices, event planning, and staff development through a process of brainstorming, troubleshooting, and reflecting to further ensure instructional time is maximized. Teachers are treated as professionals and are given the flexibility to make instructional decisions over resources and programs leading to a best practices-approach towards student achievement. Teachers grow leadership and success as they introduce and mold initiatives. Two years ago, fifth grade teachers provided research-based arguments for a move from departmentalization to a self-contained environment. As a result, instructional time was maximized, stronger relationships were fostered, and students scored higher on assessments.

Based on our mission to foster critical thinking and problem solving, we acknowledge the need to develop student leaders. True to our philosophy, classes have student ambassadors who are responsible for promoting our school image to visitors and new families. They are instrumental in developing a positive school culture and building relationships. Students lead in their classrooms with jobs such as wish-well managers who write get-well cards to sick students. Our student council finds solutions to help needy students, raise money for school beautification projects, and offer ideas for school improvement. This philosophy creates an environment where students take risks, find support, and experience success. Recognizing them as stakeholders promotes student engagement and therefore increases achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	92	83	88	82	79
Advanced	32	34	37	26	18
Number of students tested	99	93	92	120	109
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	92	75	82	81	68
Advanced	26	27	23	27	15
Number of students tested	47	52	44	52	59
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	4	4
3. Hispanic or Latino Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		4	1	5	2
4. Special Education Students					
Proficient and Advanced	Masked	43	Masked	Masked	Masked
Advanced	Masked	7	Masked	Masked	Masked
Number of students tested	9	14	5	9	9
5. English Language Learner Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
6. White					
Proficient and Advanced	91	82	89	82	78
Advanced	33	33	39	26	19
Number of students tested	93	84	88	112	100

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The State of Mississippi does not provide data when the number of students tested in a subgroup is less than ten.

13MS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	81	75	76	70	75
Advanced	26	38	34	33	35
Number of students tested	99	93	93	120	109
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	1	0	0	1
Percent of students alternatively assessed	0	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	79	67	64	62	68
Advanced	21	33	18	29	27
Number of students tested	47	52	44	52	59
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	4	4
3. Hispanic or Latino Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		4	1	5	2
4. Special Education Students					
Proficient and Advanced	Masked	36	Masked	Masked	Masked
Advanced	Masked	7	Masked	Masked	Masked
Number of students tested	9	14	5	9	9
5. English Language Learner Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
6. White					
Proficient and Advanced	81	76	76	72	78
Advanced	26	39	36	35	36
Number of students tested	93	84	89	112	100

NOTES:
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13MS5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	81	83	85	83	69
Advanced	26	27	20	22	14
Number of students tested	94	99	118	93	111
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	6
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	74	68	78	72	54
Advanced	19	14	10	15	7
Number of students tested	53	44	60	39	57
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	5	6	3
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	5	4
4. Special Education Students					
Proficient and Advanced	55	Masked	36	Masked	36
Advanced	0	Masked	0	Masked	18
Number of students tested	11	5	11	8	11
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	1	1		2	
6. White					
Proficient and Advanced	80	84	86	85	67
Advanced	24	30	22	25	14
Number of students tested	86	90	111	81	102

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The State of Mississippi does not provide data when the number of students tested in a subgroup is less than ten.

13MS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	73	80	81	75	65
Advanced	37	40	30	25	19
Number of students tested	94	99	118	93	111
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	5
Percent of students alternatively assessed	0	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	64	61	73	59	44
Advanced	30	18	15	13	9
Number of students tested	53	44	60	39	57
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	4	5	6	3
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	4	5	4
4. Special Education Students					
Proficient and Advanced	36	Masked	27	Masked	27
Advanced	0	Masked	0	Masked	9
Number of students tested	11	5	11	8	11
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked		Masked	
Advanced	Masked	Masked		Masked	
Number of students tested	1	1		2	
6. White					
Proficient and Advanced	73	81	82	77	64
Advanced	36	43	32	27	19
Number of students tested	86	90	111	81	102

NOTES:
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13MS5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	85	74	75	73	55
Advanced	35	30	21	26	6
Number of students tested	104	132	85	99	113
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	2	3
Percent of students alternatively assessed	0	0	0	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	72	65	67	64	46
Advanced	21	20	16	18	7
Number of students tested	47	69	45	45	57
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	5	4	6
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	6	2	2
4. Special Education Students					
Proficient and Advanced	Masked	46	Masked	40	Masked
Advanced	Masked	8	Masked	10	Masked
Number of students tested	9	13	8	10	9
5. English Language Learner Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
6. White					
Proficient and Advanced	89	73	82	74	54
Advanced	36	31	24	26	7
Number of students tested	92	120	72	92	103

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The State of Mississippi does not provide data when the number of students tested in a subgroup is less than ten.

13MS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	74	70	67	67	52
Advanced	21	14	17	13	8
Number of students tested	104	132	85	99	113
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	2	3
Percent of students alternatively assessed	0	0	0	2	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	57	61	56	51	44
Advanced	2	7	11	11	5
Number of students tested	47	69	45	45	57
2. African American Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	5	4	6
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	6	2	2
4. Special Education Students					
Proficient and Advanced	Masked	39	Masked	30	Masked
Advanced	Masked	8	Masked	0	Masked
Number of students tested	9	13	8	10	9
5. English Language Learner Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
6. White					
Proficient and Advanced	77	72	72	66	53
Advanced	21	16	18	12	7
Number of students tested	92	120	72	92	103

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The State of Mississippi does not provide data when the number of students tested in a subgroup is less than ten.

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